

## 5: Crookston Campus

### From the Chancellor

The University of Minnesota – Crookston is excited about the continued transformation and maturation as a more comprehensive coordinate campus. UMC is unique in many ways. We:

- are the only four-year polytechnic campus in Minnesota;
- provide the only baccalaureate programs in North America in natural resources aviation and law enforcement aviation;
- offer one of the top equine programs in the Upper Midwest;
- deliver the state's only four-year hotel, restaurant and institutional management program; and
- collaborate in a unique private-public partnership project, Nature Northwest, promoting eco-tourism

2003-4 has been a great year for UMC. Here are some of our most notable achievements:

- campus-wide strategic planning is underway to guide future initiatives;
- UMC's Service Learning Center was selected as one of only six 2004 Minnesota Carter Partnership Award finalists and the only public university finalist;
- UMC's student clubs and organizations were recognized as "Outstanding Volunteers" by the Crookston City Council; and
- progress continues on the new student center scheduled to open in summer 2005.

The next chapter in UMC's history will focus on growth, alignment, and economic development in northwest Minnesota, with the following priorities serving as guides:

- continue to develop and expand academic programs, presence, and relevance;
- expand the research base – good research correlates with good teaching, helps attract and retain top faculty, and is the foundation for regional economic development;
- strengthen the academic profile of our faculty;
- reorganize academically to improve delivery of education to students and align more closely with other universities;
- maximize and further integrate collaboration with Extension Service, Northwest Research and Outreach Center, Agricultural Utilization and Research Institute, Northwest Regional Partnership, Northern Great Plains, the City of Crookston, and other regional resources;
- continue to strengthen the outreach/service role UMC plays in northwest Minnesota; and
- provide a physical infrastructure that maximizes student learning and the student experience.

Velmer S. Burton, Jr.  
Chancellor  
University of Minnesota – Crookston

## A. Campus Profile

The University of Minnesota – Crookston has provided nearly a century of educational service to northwestern Minnesota. With its roots in the Northwest School of Agriculture dating back to 1905, today’s UMC is a four-year, public university with about 1,200 full-time students. Since its establishment as an institution of higher learning in 1965 and its transition to offering baccalaureate degree

programs in 1993, UMC has proven to be an adaptive pioneer with a strong entrepreneurial spirit. The campus has continued on a course of continual change and improvement, growing stronger and providing students with more quality opportunities each year. In 1993 UMC became the first college in the nation to issue a notebook computer to all full-time students.

**Founded**  
1905

**Leadership**  
Velmer S. Burton, Jr., Chancellor

**Degrees offered**  
Bachelor of Applied Health  
Bachelor of Science  
Bachelor of Manufacturing Management  
Associate in Applied Science  
Associate in Science

**Programs offered**  
19 four-year degrees  
6 two-year degrees

**Fall 2003 enrollment**

Undergraduate	1,187
Non-degree	<u>1,133</u>
Total	2,320

**Undergraduate Degrees Awarded (FY 2003)**  
201

**Faculty Size (FY 2003)**

Tenured/Tenure Track	44
Other Faculty	10

**Student/Faculty Ratio (FY 2003)**

Tenured/Tenure Track	26:1
All faculty	21:1

**Alumni (FY 2003)**

Living Alumni	5,828
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**Staff (FY 2003)**

Civil Service/ Bargaining Unit	112
Professional and Administrative	100

**Number of buildings**  
40 (347,000 assignable square feet)

**Expenditures (FY 2003)**  
\$22,281,026

## **B. Academic Priorities**

Crookston's highest priority is to broaden its academic offerings to meet the needs of northwestern Minnesota. Work is currently under way to develop new programs in a number of fields that are responsive to the needs of students and potential employers in the region.

In addition, the campus is working to strengthen the academic profile of students by moving from open enrollment to traditional enrollment with corresponding increases in average ACT scores and average class rank.

Assessment of student learning also is a high priority. The campus is establishing a plan for enhancing teaching and learning in the three core components of its curriculum – critical thinking, working with others, and communication.

This will be accomplished by setting clear learner outcomes and through specific measures of the three core components. A grant from the Bush Foundation is supporting this and other student learning assessment initiatives.

### **Student Experience Enrichment**

These efforts have included:

- Undergraduate Research Opportunities Program (UROP) applications have averaged two or three per semester for the past three years. For spring semester 2004, seven applications were submitted for funding.
- Practically no students studied abroad prior to 2002; however, a new campus climate is encouraging students to be more globally aware. Significant efforts have resulted in 20 students studying abroad over the past

two years and another 13 students will do so in 2003-04.

### **Public Engagement**

Public engagement activities have included:

- enhancing partnerships with regional employers;
- two Veden Fellowships to support faculty outreach and research in rural development;
- development of a diversity course and highlighting the need for curriculum integration of diversity issues;
- adoption of "Voice and the Public Good" as a theme for fall 2003 community-wide discussions, including guest speakers, convocation, and a special faculty-student interaction event; and
- incorporating service learning into learner outcomes in many course syllabi.

### **Efficiency and Effectiveness**

The University of Minnesota – Crookston has been a leader among institutions of its type in using technology to enhance learning and make effective use of resources. Technology is incorporated in all courses. Electronic billing and payment is an example of a client-focused improvement, which increases the campus's efficiency and effectiveness.

In addition, the campus tracks academic degree program costs per student to improve efficiency and provide valuable decision-making information. Crookston's internal planning cycle links resource allocation and management with mission-driven activities, efficient operations, and fiscally responsible budget planning. Also, a new strategic

planning process is informing Crookston’s future growth vision.

**Academic Rankings**

The Carnegie Commission ranks University of Minnesota – Crookston as a “Comprehensive College – Bachelor’s (Midwest).” These institutions focus on undergraduate education

in the liberal arts and professional fields, with fewer than half of their bachelor’s degrees awarded in the liberal arts. The Midwest region includes 109 colleges, of which 13 are public institutions.

Among those 13 public institutions, *U.S. News & World Report* ranked the Crookston campus third in 2003, as shown in Table 5-1.

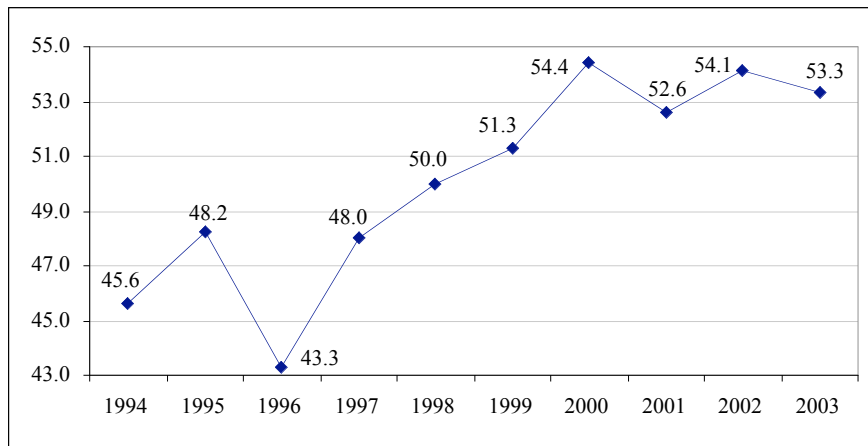
**Table 5-1. U.S. News & World Report, Top Public Comprehensive Colleges – Bachelor’s (Midwest) category, 2003.**

Rank	Institution
1	Southwest Minnesota State University – Marshall
2	Valley City State University – Valley City, North Dakota
3	<b>University of Minnesota – Crookston</b>
4	Dakota State University – Madison, South Dakota

Source: *America’s Best Colleges: 2004, U.S. News & World Report.*

**C. Students**

**Figure 5-1. Average high school rank percentile of new, entering freshmen, University of Minnesota – Crookston, 1994-2003.**



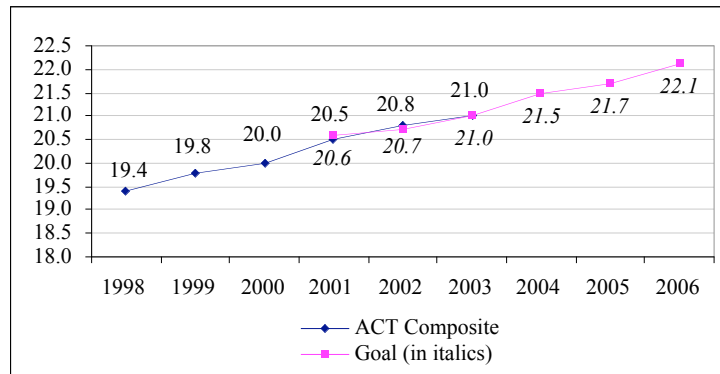
Source: Office of Institutional Research and Reporting, University of Minnesota.

**Table 5-2. High school rank of freshmen, University of Minnesota – Crookston, 1994-2003.**

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
<b>90-99</b>	4%	4%	2%	4%	7%	7%	10%	7%	5%	6%
<b>75-89</b>	12	13	8	16	14	13	16	18	18	16
<b>50-74</b>	24	31	28	26	30	33	29	29	32	35
<b>1-49</b>	60	52	61	54	50	47	45	46	45	43

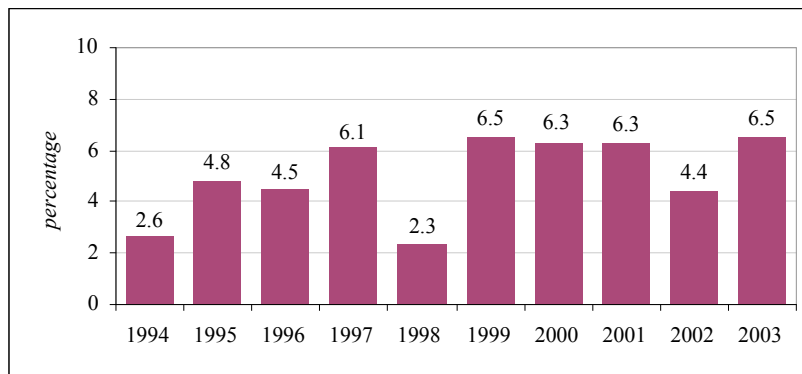
Source: Office of Institutional Research and Reporting, University of Minnesota.

**Figure 5-2. Average ACT composite scores of admitted new entering students, University of Minnesota – Crookston, 1998-2006 (actual and goal).**



Source: University of Minnesota – Crookston.

**Figure 5-3. Percentage of entering freshmen of color, University of Minnesota – Crookston, 1994-2003.**



Source: Office of Institutional Research and Reporting, University of Minnesota.

**Table 5-3. Proportion of students by racial/ethnic group, University of Minnesota – Crookston, 1997-2003.**

	1997	1998	1999	2000	2001	2002	2003
<b>Caucasian</b>	94.1%	89.8%	93.2%	91.4%	77.4%	75.8%	72.5%
<b>American Indian</b>	1.7	1.8	1.3	1.2	0.8	0.7	0.7
<b>International</b>	1.3	1.1	1.3	1.2	1.3	1.3	1.5
<b>Asian/Pacific Islander</b>	0.7	0.6	0.7	0.8	0.9	1.3	1.1
<b>African American</b>	0.8	0.6	0.8	1.2	0.9	1.2	1.1
<b>Chicano/Hispanic</b>	1.1	0.8	1.2	1.3	0.9	0.8	0.7
<b>Not Reported</b>	0.2	5.3	1.4	3.0	17.3	18.9	22.4

Source: Office of Institutional Research and Reporting, University of Minnesota.

## **Retention and Graduation Rates**

Significant progress has made in the past several years in addressing the underlying factors that will ultimately improve campus retention and graduation rates.

In admissions, for example, students were admitted from 1993 to 1999 under an “open” admissions policy that required students to possess only a high school diploma or GED. Effective fall 2000, a “traditional” admissions policy was adopted that requires students to have graduated within the top-half of their high school class or to have a minimum ACT score of 21. The new admission standards allow UMC to either deny admission to new applicants with insufficient academic preparation or to admit them under academic probation.

This policy change, together with recruitment focusing on higher-ability students, was designed to improve the academic profile of the student body as measured by average high school rank and ACT scores. UMC has shown consistent improvement in both measures.

A second policy change initiated in fall 2000 was the adoption of a more stringent academic progress policy, e.g., probation and suspension guidelines. The policy increased the GPA and credit completion requirements for continuing students to remain in good academic standing and to avoid probation or suspension.

In addition to academic policy changes, specific program and service initiatives have been implemented to improve retention and graduation. The First Year Experience program was initiated in fall 2001 to provide new students with programs and resources to assist them with their transition to UMC. In its first year, this program contributed to an

improvement of freshmen-to-sophomore retention from 59 percent to 62 percent.

Other First Year Experience initiatives include:

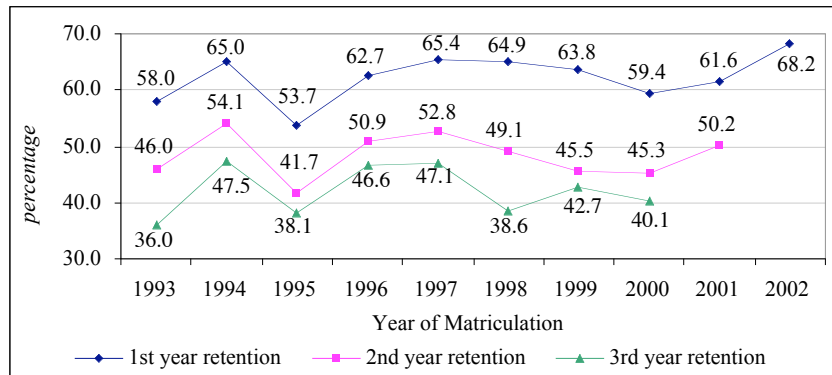
- Summer Start, an optional one-week summer program for new freshmen to live on campus prior to the fall semester and take a computer applications course. All of the students who participated in the 2002 program rated it as “good, very good, or excellent”. Participants’ freshman-sophomore retention rate was 68 percent.
- The Living and Learning Program, a traditional learning community of students residing on the same residence hall floor and enrolled in paired-courses. Participants’ freshman-sophomore retention rate was 69.4 percent and a cumulative GPA of 2.6.
- The establishment of a chapter of Alpha Lambda Delta, a first-year honors society.

The First Year Experience program continues to move forward with new initiatives to improve the undergraduate experience at UMC. These changes, together with modifications in the campus merit scholarship program and on-going admission office efforts to improve the new student academic profile, are expected to improve future retention and graduation rates.

Figures 5-4 – 5-6 show the retention and graduation rate trends for the Crookston campus over the past decade.

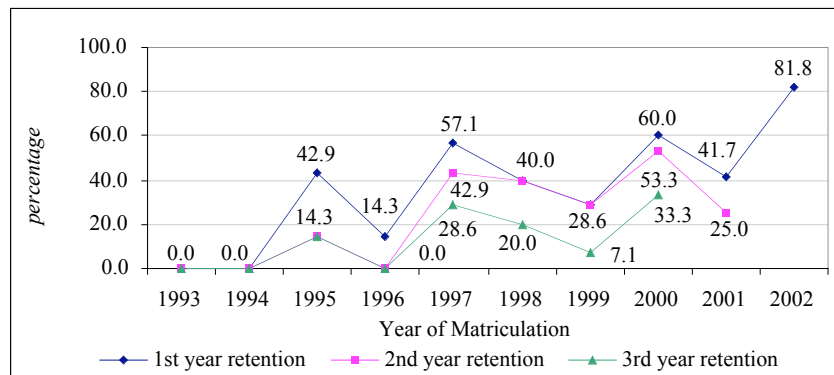
UMC has established four-, five-, and six-year graduation rate goals for 2012 of 36 percent, 45 percent, and 49 percent, respectively.

**Figure 5-4. First-, second-, and third-year retention rates (percentage) for first-time, full-time new entering students, by year of matriculation, University of Minnesota – Crookston, 1993-2002.**



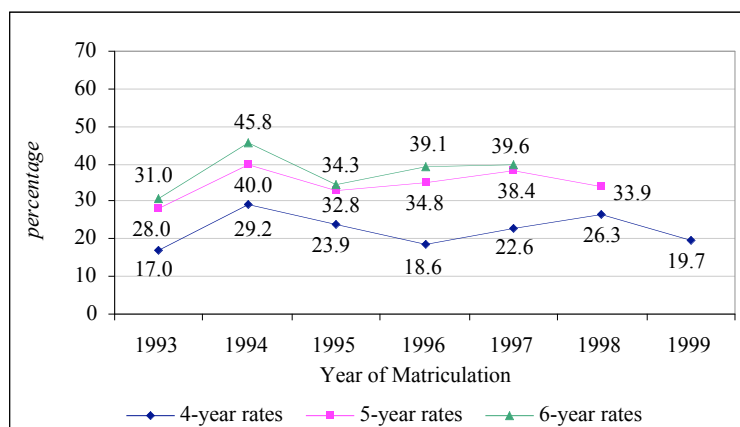
Source: Office of Institutional Research and Reporting, University of Minnesota.

**Figure 5-5. UMC first-, second-, and third-year retention rates (percentage) for students of color, 1993-2002.**



Source: Office of Institutional Research and Reporting, University of Minnesota.

**Figure 5-6. 4-, 5-, and 6-year graduation rates, University of Minnesota – Crookston, 1993-99.**



Source: Office of Institutional Research and Reporting, University of Minnesota  
 Note: Rates include students who transferred from one University campus to another and graduated (e.g., a student who matriculated at Crookston and graduated from Duluth is counted as a Crookston graduate). The University also reports graduation rates to a national database (IPEDS); it includes only students who matriculated at and graduated from the same campus; these rates are somewhat lower than those shown above.

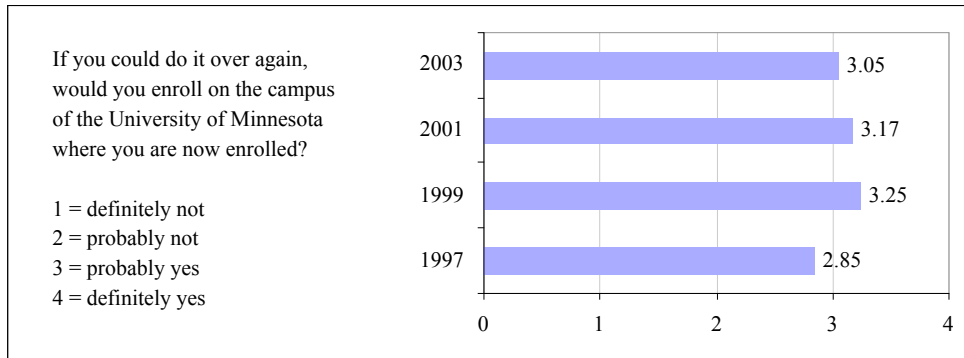
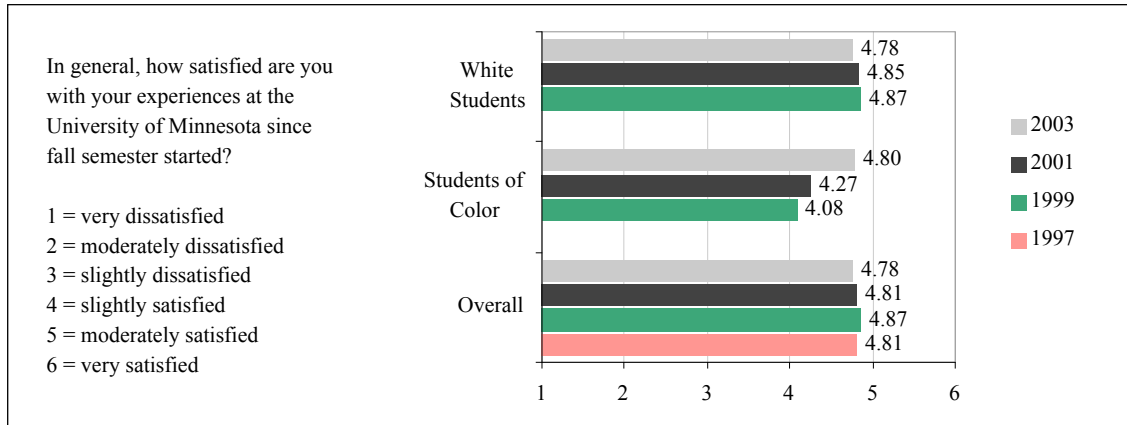
## Student Satisfaction

Over the past 10 years the University has placed increased emphasis on improving the student experience. A variety of programs have been launched to achieve this objective, and the Student Experiences Survey has been

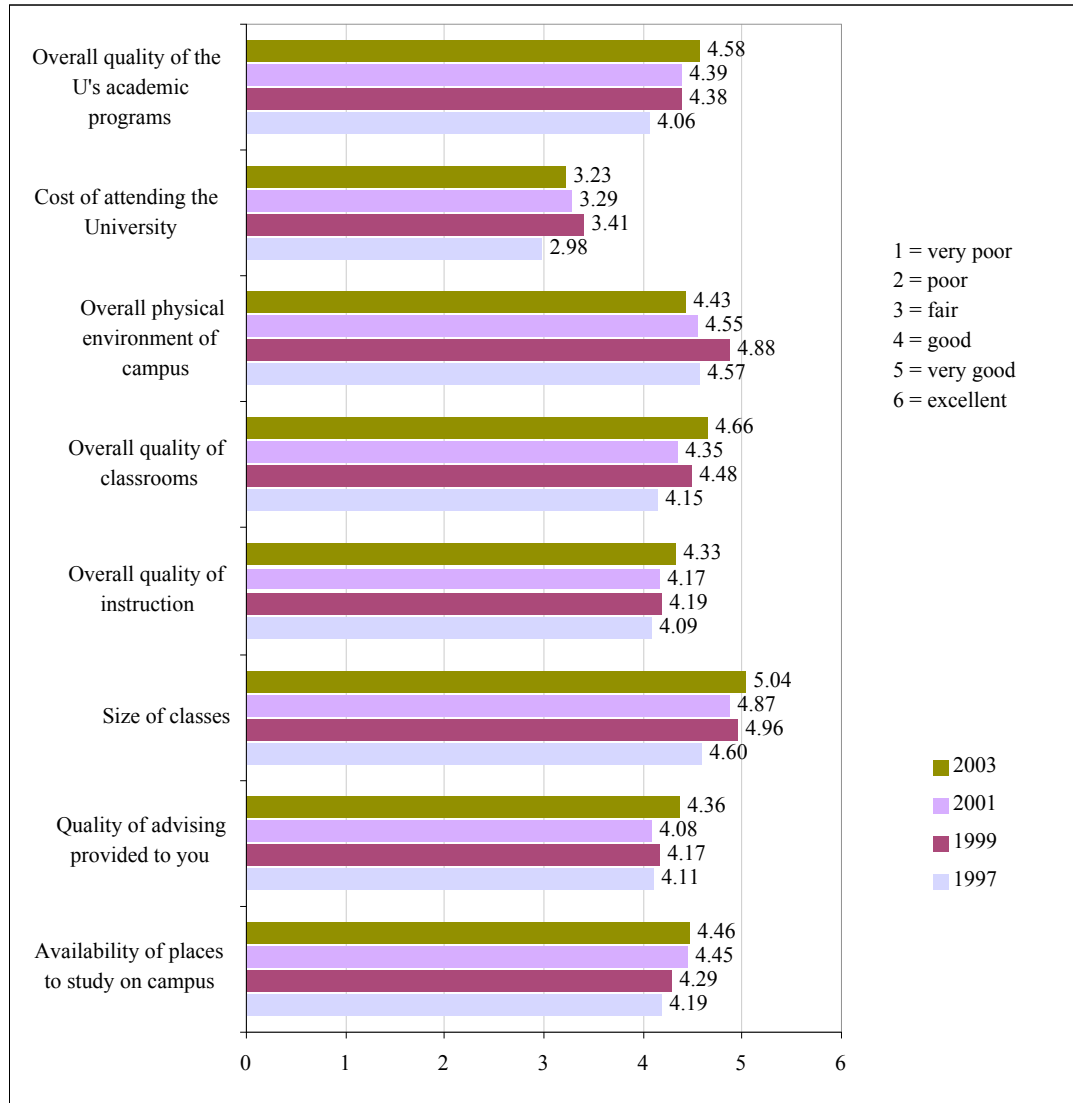
administered periodically since 1997 to measure results.

Figure 5-7 summarizes the responses in 10 key areas at the University of Minnesota – Crookston campus.

**Figure 5-7. Undergraduate student experiences survey results, University of Minnesota – Crookston, 1997-2003.**



**Figure 5-7 (continued). Crookston campus undergraduate student experiences survey results.**



Source: Office of Institutional Research and Reporting, University of Minnesota.

## **Campus Safety and Security**

**Table 5-4. On-campus criminal offenses at University of Minnesota – Crookston, 1998-2002.**

Offense	1998	1999	2000	2001	2002
Murder/Non-negligent manslaughter	0	0	0	0	0
Forcible sex offenses (including forcible rape)	0	1	0	0	0
Non-forcible sex offenses	0	0	0	0	0
Robbery	0	0	0	0	0
Aggravated assault	0	0	0	0	0
Burglary	1	4	1	1	2
Motor vehicle theft	0	0	0	0	0
Arson	n.a.	3	4	3	2
Negligent manslaughter	0	0	0	0	0

Source: Campus Police, University of Minnesota – Crookston.

## **D. Intercollegiate Athletics**

UMC is committed to a strong, well-balanced program of intercollegiate athletics which offers competition in the 11 sports:

- Men – baseball, basketball, football, golf, hockey;
- Women – basketball, equestrian, golf, soccer, softball, volleyball.

UMC, in its sixth season in Division II of the National Collegiate Athletic Association, is a member of the Northern Sun Intercollegiate Conference. The hockey program is a member of the Midwest Collegiate Hockey Association and the equestrian team is a member of the Intercollegiate Horse Show Association.

Nearly 300 student-athletes compete in UMC athletics – 63 percent, men; 37 percent, women. Many athletes have earned All-Conference and All-Academic honors while competing for UMC. Some of the recent athletic teams' accomplishments include:

- Men's golf won UMC's first ever NSIC championship and participated in the 2003 NCAA II Men's Golf Championship.
- Women's basketball advanced to 2003 NSIC tournament championship game.

- Hockey won its third MCHA championship in four years in 2003.
- Equestrian advanced to the 2003 national tournament as it has for the past several years.

According to the NCAA's most recent annual graduation rate report, UMC is mirroring the national trend of student-athlete graduation rates that are improving and exceed those of the general student body. According to the 2003 NCAA report, UMC's student-athletes' six-year graduation rate is 42 percent higher than the general student body.

Student-athletes also participate in many community service activities through the Student Athletic Advisory Committee, including alcohol/drug education, educational outreach, and community outreach.

While student-athlete centered, the UMC athletic program enhances the University experience of all students, and embraces its role in building a sense of community and pride on campus among alumni, friends, and the community at large.

## **E. Human Resources**

### **Faculty Salary and Compensation**

Comparisons based on American Association of University Professors (AAUP) annual surveys cover full-time instructional faculty and exclude medical school faculty. The Crookston campus's peer group of seven institutions nationwide is representative of the kinds of campuses with which UMC competes

in recruiting and retaining faculty. However, comparing salaries and compensation across campuses is inherently imperfect because campuses differ in many ways, e.g., mission, public vs. private, size, mix of disciplines, etc. Cost-of-living, tax burden, and variations in fringe benefits only add to the imperfection.

## Peer Group Comparisons

**Table 5-5. Average faculty salary for University of Minnesota – Crookston and peer group institutions, 1998-99 – 2002-03.**

### Average Salary

Category	1998-99	1999-00	2000-01	2001-02	2002-03
<b>Full Professor</b>					
<b>Peer Group Average*</b>	\$55,300	\$56,500	\$59,800	\$62,900	\$63,000
<b>UM – Crookston</b>	54,300	54,900	56,800	58,300	61,700
<b>Associate Professor</b>					
<b>Peer Group Average*</b>	\$46,400	\$48,400	\$49,800	\$51,700	\$52,600
<b>UM – Crookston</b>	51,000	51,800	46,600	54,200	56,800
<b>Assistant Professor</b>					
<b>Peer Group Average*</b>	\$39,500	\$41,400	\$43,300	\$44,300	\$45,200
<b>UM – Crookston</b>	43,200	44,300	44,200	46,900	49,000

Source: Office of Institutional Research and Reporting, University of Minnesota.

\*Average excluding University of Minnesota – Crookston

**Table 5-6. Average faculty compensation for University of Minnesota – Crookston and peer group institutions, 1998-99 – 2002-03.**

### Average Compensation

Category	1998-99	1999-00	2000-01	2001-02	2002-03
<b>Full Professor</b>					
<b>Peer Group Average*</b>	\$69,200	\$71,500	\$75,700	\$78,000	\$80,300
<b>UM – Crookston</b>	71,200	72,900	76,500	80,100	84,900
<b>Associate Professor</b>					
<b>Peer Group Average*</b>	\$58,800	\$62,000	\$63,800	\$65,100	\$68,300
<b>UM – Crookston</b>	67,200	69,200	64,200	75,000	79,000
<b>Assistant Professor</b>					
<b>Peer Group Average*</b>	\$50,600	\$53,500	\$55,600	\$56,600	\$59,100
<b>UM – Crookston</b>	57,800	60,100	61,300	66,300	69,600

Source: Office of Institutional Research and Reporting, University of Minnesota.

\*Average excluding University of Minnesota – Crookston

## Full Professors

**Table 5-7. Full professor average salary and compensation for University of Minnesota – Crookston and peer group, 2002-03.**

Average Salary			2002-03	Average Compensation		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	University of Wisconsin – Stout	\$67,000		1	University of Wisconsin – Stout	\$87,300
2	Ferris State University	63,700		2	<b>University of Minnesota – Crookston</b>	<b>84,900</b>
3	Pittsburg State University	63,300		3	Ferris State University	83,700
4	<b>University of Minnesota – Crookston</b>	<b>61,700</b>		4	Pittsburg State University	79,900
5	SUNY College of Technology – Alfred	60,600		5	SUNY College of Technology – Alfred	78,400
6	University of Southern Colorado	60,500		6	University of Southern Colorado	72,200
	Worcester Polytechnic Institute	n.a.			Worcester Polytechnic Institute	n.a.

Source: Office of Institutional Research and Reporting, University of Minnesota.

## Associate Professors

**Table 5-8. Associate professor average salary and compensation for University of Minnesota – Crookston and peer group, 2002-03.**

Average Salary			2002-03	Average Compensation		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	<b>University of Minnesota – Crookston</b>	<b>\$56,800</b>		1	<b>University of Minnesota – Crookston</b>	<b>\$79,000</b>
2	Ferris State University	56,100		2	Ferris State University	76,000
3	University of Wisconsin – Stout	53,800		3	University of Wisconsin – Stout	71,700
4	Pittsburg State University	53,600		4	Pittsburg State University	68,600
5	University of Southern Colorado	49,900		5	SUNY College of Technology – Alfred	65,600
5	SUNY College of Technology – Alfred	49,900		6	University of Southern Colorado	59,500
	Worcester Polytechnic Institute	n.a.			Worcester Polytechnic Institute	n.a.

Source: Office of Institutional Research and Reporting, University of Minnesota.

## Assistant Professors

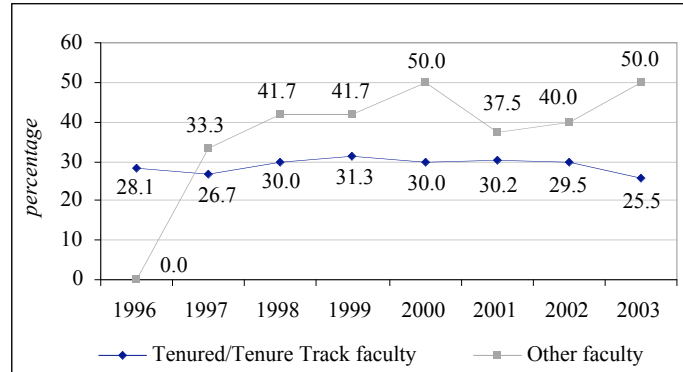
**Table 5-9. Assistant professor average salary and compensation for University of Minnesota – Crookston and peer group, 2002-03.**

Average Salary			2002-03	Average Compensation		
Rank	Peer Group Institution	Salary		Rank	Peer Group Institution	Comp
1	<b>University of Minnesota – Crookston</b>	<b>\$49,000</b>		1	<b>University of Minnesota – Crookston</b>	<b>\$69,600</b>
2	Ferris State University	48,700		2	Ferris State University	68,500
3	University of Wisconsin – Stout	46,300		3	University of Wisconsin – Stout	62,800
4	University of Southern Colorado	46,200		4	Pittsburg State University	56,900
5	Pittsburg State University	43,900		5	University of Southern Colorado	55,100
6	SUNY College of Technology – Alfred	40,800		6	SUNY College of Technology – Alfred	52,300
	Worcester Polytechnic Institute	n.a.			Worcester Polytechnic Institute	n.a.

Source: Office of Institutional Research and Reporting, University of Minnesota.

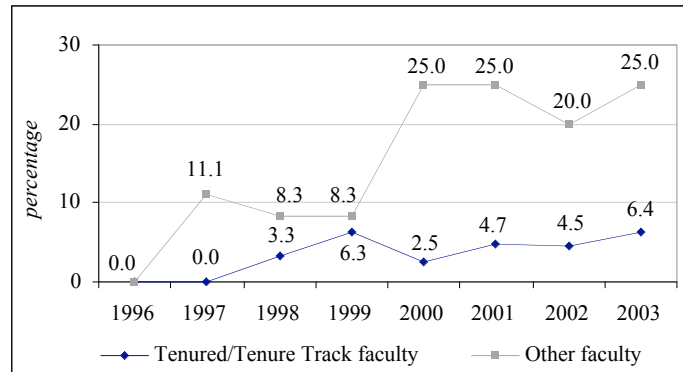
## Faculty and Staff Diversity

**Figure 5-8. Female faculty at University of Minnesota – Crookston, 1996-2003.**



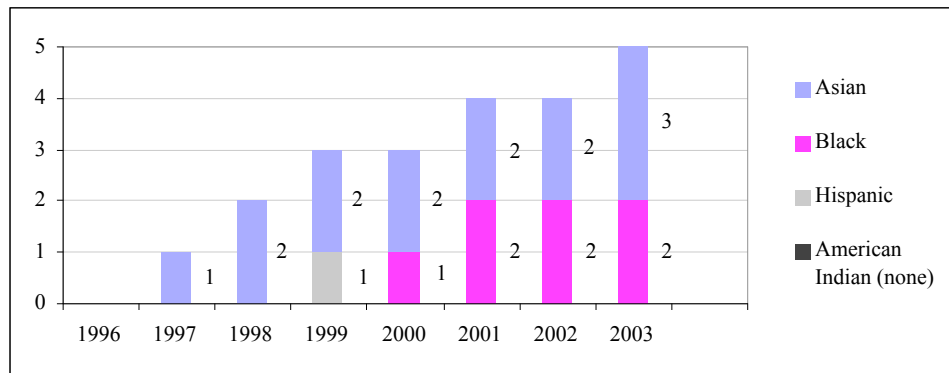
Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

**Figure 5-9. Faculty of color at University of Minnesota – Crookston, 1996-2003.**



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

**Figure 5-10. Faculty diversity at University of Minnesota – Crookston, 1996-2003.**



Source: Office of Equal Opportunity and Affirmative Action, University of Minnesota.

